

Main Criteria: U.S. History-Based Writing Lessons

Secondary Criteria: Idaho Content Standards

Subject: Language Arts

Grades: 6, 7, 8

U.S. History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE

6.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL

6.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 6.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

STANDARD / COURSE

6.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL

6.RC-RF. Reading Fluency (RF)

GLE / BIG IDEA 6.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE

6.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL

6.RC-NF. Nonfiction Text (NF)

GLE / BIG IDEA 6.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 6.RC-NF.6a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.

OBJECTIVE 6.RC-NF.6b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.

STANDARD / COURSE

6.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL

6.VD-WB. Word Building (WB)

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| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support) |
| STANDARD / COURSE | 6.W- | Writing Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
|-------------------------------------|-----------|--|
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |

STANDARD / COURSE **6.ODC-** **Oral and Digital Communications Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-RF. | Reading Fluency (RF) |
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| GLE / BIG IDEA | 7.RC-RF.4. | Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |

STANDARD / COURSE **7.RS-** **Research Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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GLE / BIG IDEA 7.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **7.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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GLE / BIG IDEA 7.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 7.W-RW.3. Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 7.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
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GLE / BIG IDEA 7.ODC-OC.1. Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

GLE / BIG IDEA 7.ODC-OC.4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-RF. | Reading Fluency (RF) |
| GLE / BIG IDEA | 8.RC-RF.4. | Read grade-level text with accuracy, automaticity appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference). |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |

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| STANDARD / COURSE | 8.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
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| STANDARD / COURSE | 8.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
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| STANDARD / COURSE | 8.W- | Writing Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
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| | | |
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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
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| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 02: Unit 2 Writing from Notes, p. 17-26

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |

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| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

| | | |
|--|-----------------|-------------------------------------|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |

| | | |
|--|-------------------|--|
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |

**STANDARD /
COURSE****7.W-****Writing Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****7.W-RW.****Range of Writing (RW)**

GLE / BIG IDEA

7.W-
RW.1.

Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA

7.W-
RW.3.

Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA

7.W-
RW.4.

Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA

7.W-
RW.5.

Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.

GLE / BIG IDEA

7.W-
RW.6.

With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD /
COURSE****7.ODC-****Oral and Digital Communications Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****7.ODC-
OC.****Oral Communications (OC)**

GLE / BIG IDEA

7.ODC-
OC.1.

Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.

GLE / BIG IDEA

7.ODC-
OC.4.

Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.

**STANDARD /
COURSE****7.GC-****Grammar and Conventions Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****7.GC-GU.****Grammar and Usage (GU)**

GLE / BIG IDEA

7.GC-
GU.1.

Demonstrate command of the conventions of English grammar and usage when writing or speaking.

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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |

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| STANDARD / COURSE | 8.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
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| STANDARD / COURSE | 8.W- | Writing Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
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| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
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| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
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| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

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Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |

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| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

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|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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STANDARD / COURSE **7.RS-** **Research Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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|----------------|------------|--|
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
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STANDARD / COURSE **7.W-** **Writing Strand**

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|--|----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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|--|-------------------|---|
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

**STANDARD /
COURSE** **8.RC-** **Reading Comprehension Strand**

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|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
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| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
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**STANDARD /
COURSE** **8.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
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**STANDARD /
COURSE** **8.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| | | |
|-----------|-------------|---|
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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|-----------|-------------|---|
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
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**STANDARD /
COURSE** **8.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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**STANDARD /
COURSE** **8.RS-** **Research Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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| | | |
|--|------------------|--|
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

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Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE 6.RC- Reading Comprehension Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |

STANDARD / COURSE 6.RC- Reading Comprehension Strand

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |

| | | |
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| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
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STANDARD / COURSE 6.VD- Vocabulary Development Strand

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

| | | |
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| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |

OBJECTIVE 6.VD-WB.2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
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GLE / BIG IDEA 6.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE **6.RS-** **Research Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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GLE / BIG IDEA 6.RS-DR.2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

STANDARD / COURSE **6.W-** **Writing Strand**

| | | |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
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GLE / BIG IDEA 6.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 6.W-RW.3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 6.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA 6.W-RW.5. Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.

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| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

| | | |
|--|-------------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |

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| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
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| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
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STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |

**STANDARD /
COURSE****8.W-****Writing Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****8.W-RW.****Range of Writing (RW)**

GLE / BIG IDEA

8.W-
RW.1.

Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA

8.W-
RW.3.

Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA

8.W-
RW.4.

Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).

GLE / BIG IDEA

8.W-
RW.5.

Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA

8.W-
RW.6.

With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD /
COURSE****8.ODC-****Oral and Digital Communications Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****8.ODC-
OC.****Oral Communications (OC)**

GLE / BIG IDEA

8.ODC-
OC.1.

Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.

GLE / BIG IDEA

8.ODC-
OC.4.

Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.

**STANDARD /
COURSE****8.GC-****Grammar and Conventions Strand****CONTENT
KNOWLEDGE
AND SKILLS /
GOAL****8.GC-GU.****Grammar and Usage (GU)**

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|----------------|-------------|---|
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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|--|-------------------|---|
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-L. | Literature (L) |
| GLE / BIG IDEA | 6.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-L.5a. | Explain stated or implied themes of texts, including how they are developed using specific details from the texts. |
| OBJECTIVE | 6.RC-L.5b. | Describe how characters respond or change as the plot moves toward a resolution. |
| OBJECTIVE | 6.RC-L.5c. | Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |

| | | |
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| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
|----------------|------------|--|

STANDARD / COURSE **6.W-** **Writing Strand**

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|--|----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| | | |
|----------------|-----------|--|
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
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| | | |
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| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
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STANDARD / COURSE **6.ODC-** **Oral and Digital Communications Strand**

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|--|------------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
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|--|-------------------|--|
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

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Language Arts

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|--|------------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-L.5b. | Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. |
| OBJECTIVE | 7.RC-L.5c. | Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |

| | | |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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|--|-----------------|--|
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-L. | Literature (L) |
| GLE / BIG IDEA | 8.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. |
| OBJECTIVE | 8.RC-L.5b. | Analyze how characters are revealed through particular lines of dialogue or events in literary texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

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| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
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| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
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| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-L. | Literature (L) |
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| GLE / BIG IDEA | 6.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 6.RC-L.5a. | Explain stated or implied themes of texts, including how they are developed using specific details from the texts. |
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| OBJECTIVE | 6.RC-L.5b. | Describe how characters respond or change as the plot moves toward a resolution. |
| OBJECTIVE | 6.RC-L.5c. | Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |

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| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |

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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-L.5b. | Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. |
| OBJECTIVE | 7.RC-L.5c. | Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |

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| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **7.ODC-** **Oral and Digital Communications Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
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| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
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STANDARD / COURSE **7.GC-** **Grammar and Conventions Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-L. | Literature (L) |
| GLE / BIG IDEA | 8.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. |
| OBJECTIVE | 8.RC-L.5b. | Analyze how characters are revealed through particular lines of dialogue or events in literary texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |

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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

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Grade 6 - Adopted: 2022

STANDARD /
COURSE 6.RC- Reading Comprehension StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 6.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 6.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

STANDARD /
COURSE 6.RC- Reading Comprehension StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 6.RC-L. Literature (L)

GLE / BIG IDEA 6.RC-L.5. Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE 6.RC-L.5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.

OBJECTIVE 6.RC-L.5b. Describe how characters respond or change as the plot moves toward a resolution.

OBJECTIVE 6.RC-L.5c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.

STANDARD /
COURSE 6.VD- Vocabulary Development StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 6.VD-WB. Word Building (WB)

GLE / BIG IDEA 6.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 6.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 6.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD /
COURSE 6.VD- Vocabulary Development StrandCONTENT
KNOWLEDGE
AND SKILLS /
GOAL 6.VD-WB. Word Building (WB)

| | | |
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| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |

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| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |

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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 7.RC-L.5b. | Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. |
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| OBJECTIVE | 7.RC-L.5c. | Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |
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| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |

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| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |

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| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-L. | Literature (L) |
| GLE / BIG IDEA | 8.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 8.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. |
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| OBJECTIVE | 8.RC-L.5b. | Analyze how characters are revealed through particular lines of dialogue or events in literary texts. |
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| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |

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| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 08: Unit 3 Retelling Narrative Stories, p. 71-80

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Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-L. | Literature (L) |
| GLE / BIG IDEA | 6.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-L.5a. | Explain stated or implied themes of texts, including how they are developed using specific details from the texts. |
| OBJECTIVE | 6.RC-L.5b. | Describe how characters respond or change as the plot moves toward a resolution. |
| OBJECTIVE | 6.RC-L.5c. | Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. |

STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

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| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |

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| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
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| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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STANDARD / COURSE **6.W-** **Writing Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

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Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-L.5b. | Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. |
| OBJECTIVE | 7.RC-L.5c. | Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |

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| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

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Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |

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| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-L. | Literature (L) |
| GLE / BIG IDEA | 8.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. |
| OBJECTIVE | 8.RC-L.5b. | Analyze how characters are revealed through particular lines of dialogue or events in literary texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |

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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
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| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

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| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
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| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |

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|--|-------------------|--|
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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|--|-------------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |

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| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |

| | | |
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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 10: Unit 4 Summarizing a Reference, p. 89-100

Idaho Content Standards

Language Arts

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-L. | Literature (L) |
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| GLE / BIG IDEA | 6.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 6.RC-L.5a. | Explain stated or implied themes of texts, including how they are developed using specific details from the texts. |
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
|-----------|-------------|---|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |

| | | |
|--|-------------------|--|
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

| | | |
|--|-------------------|---|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

| | | |
|-------------------------------------|--------------|--|
| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 7.VD-WB.2b. | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
|-------------------------------------|---------------|---|
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

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| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |

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| OBJECTIVE | 7.GC-M.2b. | Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
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| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
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STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
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| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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STANDARD / COURSE **8.RS-** **Research Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
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STANDARD / COURSE **8.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
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| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
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STANDARD / COURSE **8.ODC-** **Oral and Digital Communications Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 11: Unit 4 Summarizing a Reference, p. 101-108

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |

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| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |

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| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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OBJECTIVE 7.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
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GLE / BIG IDEA 7.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE **7.RS-** **Research Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |

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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |
| OBJECTIVE | 7.GC-M.2b. | Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |

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| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

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| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
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| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
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| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
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Lesson 12: Unit 4 Summarizing a Reference, p. 109-120

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 6.W- | Writing Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
|-------------------------------------|---------------|--|
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
| Idaho Content Standards | | |

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE 7.RC- Reading Comprehension Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
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STANDARD / COURSE 7.RC- Reading Comprehension Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
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| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
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STANDARD / COURSE 7.VD- Vocabulary Development Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE 7.VD- Vocabulary Development Strand

| | | |
|-------------------------------------|----------|--------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
|-------------------------------------|----------|--------------------------|

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| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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STANDARD / COURSE 7.RS- Research Strand

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
|-------------------------------------|---------------|---|
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

OBJECTIVE 7.GC-GU.1a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

STANDARD / COURSE 7.GC- Grammar and Conventions Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-M. | Mechanics (M) |
| GLE / BIG IDEA | 7.GC-M.2. | Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. |

OBJECTIVE 7.GC-M.2b. Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).

Idaho Content Standards

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Grade 8 - Adopted: 2022

STANDARD / COURSE 8.RC- Reading Comprehension Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 8.RC-TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD / COURSE 8.RC- Reading Comprehension Strand

| | | |
|-------------------------------------|------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

OBJECTIVE 8.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.

STANDARD / COURSE 8.VD- Vocabulary Development Strand

| | | |
|-------------------------------------|------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |

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| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 13: Unit 5 Writing from Pictures, p. 121-130

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Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.W- | Writing Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
|-------------------------------------|---------------|--|
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Language Arts

Grade 7 - Adopted: 2022

| STANDARD / COURSE | 7.W- | Writing Strand |
|-------------------------------------|-------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |

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| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

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Grade 8 - Adopted: 2022

| | | |
|--|------------------|--|
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |

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| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 14: Unit 5 Writing from Pictures, p. 131-140

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |

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| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

| | | |
|--|----------------|---|
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |

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| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

| | | |
|--|----------------|------------------------------|
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |

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|--|-------------------|--|
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

**STANDARD /
COURSE** **6.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
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| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
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**STANDARD /
COURSE** **6.W-** **Writing Strand**

| | | |
|--|----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
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|-----------------------|------------------|---|
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
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| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
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**STANDARD /
COURSE** **6.ODC-** **Oral and Digital Communications Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

| | | |
|--|----------------|---|
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |

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| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

| | | |
|--|----------------|--|
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |

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| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 16: Unit 6 Summarizing Multiple References, p. 149-158

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

| | | |
|-------------------------------------|-------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |

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|--|-----------------|---|
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **6.ODC-** **Oral and Digital Communications Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
|-------------------------------------|-------------|--|
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |

STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
|-------------------------------------|-------------|--|
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
|-------------------------------------|------------|---|
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
|-------------------------------------|-------------|---|
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |

| | | |
|-------------------------------------|--------------|--|
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |

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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 8.RC-TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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OBJECTIVE 8.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.

STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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OBJECTIVE 8.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 8.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.

STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
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GLE / BIG IDEA 8.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE **8.RS-** **Research Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |

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| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 17: Unit 6 Summarizing Multiple References, p. 159-174

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |

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|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |

STANDARD / COURSE **6.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **6.ODC-** **Oral and Digital Communications Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
|-------------------------------------|-------------|--|
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |

STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE 7.RC- Reading Comprehension Strand

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE 7.RC- Reading Comprehension Strand

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE 7.VD- Vocabulary Development Strand

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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OBJECTIVE 7.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE 7.VD- Vocabulary Development Strand

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
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GLE / BIG IDEA 7.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

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| STANDARD / COURSE | 7.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
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| STANDARD / COURSE | 7.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
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| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
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| STANDARD / COURSE | 7.W- | Writing Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
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| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
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| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |

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|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |

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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 18: Unit 6 Summarizing Multiple References, p. 175-184

Idaho Content Standards

Language Arts

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
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|----------------|------------|---|
| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
|-----------|-------------|---|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

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|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
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| | | |
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| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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|-----------|-------------|---|
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

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| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
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| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |

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| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |

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|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |

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| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 8.W-HWK.7. | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

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Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
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STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| | | |
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| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
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| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
|-----------------------|-------------------|---|

| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
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| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
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|-----------|-------------|---|
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
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STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |

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| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-DC. | Digital Communications (DC) |
| GLE / BIG IDEA | 6.ODC-DC.5. | Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 7.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts. |
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| OBJECTIVE | 7.RC-NF.6b. | Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
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| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
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| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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| STANDARD / COURSE | 7.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
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| STANDARD / COURSE | 7.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |

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| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-DC. | Digital Communications (DC) |
| GLE / BIG IDEA | 7.ODC-DC.6. | Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 8.RC-NF.6a. | Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 8.W-HWK.7. | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |

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| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-DC. | Digital Communications (DC) |
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| GLE / BIG IDEA | 8.ODC-DC.6. | Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?). |
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| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
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| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
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Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
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| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
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| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
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| STANDARD / COURSE | 6.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |

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| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

| | | |
|--|-----------------|--|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |

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| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

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Language Arts

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|--|-----------------|--|
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RS- | Research Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |

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| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 21: Unit 7 Inventive Writing, p. 205-214

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |

STANDARD / COURSE **6.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
|-------------------------------------|-----------|--|
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |

STANDARD / COURSE **6.ODC-** **Oral and Digital Communications Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
|-------------------------------------|-------------|--|
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |

STANDARD / COURSE **6.GC-** **Grammar and Conventions Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
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| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE 7.RC- Reading Comprehension Strand

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
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STANDARD / COURSE 7.RS- Research Strand

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
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STANDARD / COURSE 7.W- Writing Strand

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
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| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |

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| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |

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| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 22: Unit 7 Inventive Writing, p. 215-222

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |

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| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1c. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech. |

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| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

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| STANDARD / COURSE | 6.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
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| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
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| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| OBJECTIVE | 7.VD-WB.1c. | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech. |
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| STANDARD / COURSE | 7.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
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| STANDARD / COURSE | 7.W- | Writing Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**
CONTENT KNOWLEDGE AND SKILLS / GOAL **8.RC-TE.** **Textual Evidence (TE)**

GLE / BIG IDEA 8.RC-TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**
CONTENT KNOWLEDGE AND SKILLS / GOAL **8.VD-WB.** **Word Building (WB)**

GLE / BIG IDEA 8.VD-WB.1. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.**

OBJECTIVE 8.VD-WB.1c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning or its part of speech.

STANDARD / COURSE **8.RS-** **Research Strand**
CONTENT KNOWLEDGE AND SKILLS / GOAL **8.RS-IP.** **Inquiry Process to Build, Present, and Use Knowledge (IP)**

GLE / BIG IDEA 8.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

STANDARD / COURSE **8.W-** **Writing Strand**
CONTENT KNOWLEDGE AND SKILLS / GOAL **8.W-RW.** **Range of Writing (RW)**

GLE / BIG IDEA 8.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 8.W-RW.3. Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.

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| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 23: Unit 7 Inventive Writing, p. 223-230

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |

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| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |

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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
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| STANDARD / COURSE | 8.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
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| STANDARD / COURSE | 8.W- | Writing Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |

Lesson 24: Unit 7 Inventive Writing, p. 231-240

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |

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| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |

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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
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| STANDARD / COURSE | 8.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
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| STANDARD / COURSE | 8.W- | Writing Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
| OBJECTIVE | 8.GC-GU.1d. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |

Lesson 25: Unit 8 Formal Essay Models, p. 241-250

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 6.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
|-------------------------------------|----------|--------------------|
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| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
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OBJECTIVE 6.VD-WB.2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

STANDARD / COURSE **6.RS-** **Research Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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GLE / BIG IDEA 6.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

STANDARD / COURSE **6.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
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GLE / BIG IDEA 6.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 6.W-RW.3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 6.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

| | | |
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| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RS- | Research Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
|-------------------------------------|------------|--|
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |

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|--|-------------------|---|
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |

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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 8.W-HWK.7. | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |

| | | |
|--|-------------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
| OBJECTIVE | 8.GC-GU.1d. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |

Lesson 26: Unit 8 Formal Essay Models, p. 251-262

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE 6.RC- Reading Comprehension Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
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STANDARD / COURSE 6.RC- Reading Comprehension Strand

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 6.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 6.RC-NF.6a. | Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions. |
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| OBJECTIVE | 6.RC-NF.6b. | Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes. |
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| | | |
|-----------|-------------|---|
| OBJECTIVE | 6.RC-NF.6c. | Explain how a specific sentence, paragraph, chapter, or section fits into the overall structure of texts and contributes to the development of the ideas. |
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STANDARD / COURSE 6.VD- Vocabulary Development Strand

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

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| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 6.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |

| | | |
|--|------------------|--|
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-DC. | Digital Communications (DC) |
| GLE / BIG IDEA | 6.ODC-DC.5. | Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

STANDARD / COURSE 7.RC- Reading Comprehension Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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GLE / BIG IDEA 7.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.

STANDARD / COURSE 7.RC- Reading Comprehension Strand

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|-------------------------------------|------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-NF. | Nonfiction Text (NF) |
| GLE / BIG IDEA | 7.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |

OBJECTIVE 7.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.

OBJECTIVE 7.RC-NF.6b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

STANDARD / COURSE 7.VD- Vocabulary Development Strand

| | | |
|-------------------------------------|------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

OBJECTIVE 7.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 7.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD / COURSE 7.VD- Vocabulary Development Strand

| | | |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
|-------------------------------------|----------|--------------------------|

| | | |
|--|-----------------|--|
| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 7.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |

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| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-DC. | Digital Communications (DC) |
| GLE / BIG IDEA | 7.ODC-DC.6. | Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 8.RC-TE.3. Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.

STANDARD / COURSE **8.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|-----------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-NF. | Nonfiction Text (NF) |
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| GLE / BIG IDEA | 8.RC-NF.6. | Use evidence from nonfiction works to demonstrate understanding of grade-level texts. |
|-----------------------|-------------------|--|

OBJECTIVE 8.RC-NF.6a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.

OBJECTIVE 8.RC-NF.6c. Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts.

STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
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OBJECTIVE 8.VD-WB.1a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 8.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.

STANDARD / COURSE **8.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
|--|-----------------|---------------------------------|

GLE / BIG IDEA 8.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

STANDARD / COURSE **8.RS-** **Research Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
|-------------------------------------|------------|--|
| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-DR. | Deep Reading on Topics to Build Knowledge (DR) |
| GLE / BIG IDEA | 8.RS-DR.2. | Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.W- | Writing Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-HWK. | Handwriting and Keyboarding (HWK) |
|-------------------------------------|---------------|---|
| GLE / BIG IDEA | 8.W-HWK.7. | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-DC. | Digital Communications (DC) |
| GLE / BIG IDEA | 8.ODC-DC.6. | Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?). |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
| OBJECTIVE | 8.GC-GU.1d. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |

Lesson 27: Unit 8 Formal Essay Models, p. 263-268

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

| | | |
|--|-----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
|--|-----------------|------------------------------|

GLE / BIG IDEA 6.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|---------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
|--|-----------------|---------------------------|

| | | |
|-----------------------|-------------------|---|
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
|-----------------------|-------------------|---|

OBJECTIVE 6.VD-WB.2b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

STANDARD / COURSE **6.RS-** **Research Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
|--|-----------------|--|

GLE / BIG IDEA 6.RS-IP.1. Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.

STANDARD / COURSE **6.W-** **Writing Strand**

| | | |
|--|----------------|------------------------------|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
|--|----------------|------------------------------|

GLE / BIG IDEA 6.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 6.W-RW.3. Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.

GLE / BIG IDEA 6.W-RW.4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).

| | | |
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| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-DC. | Digital Communications (DC) |
| GLE / BIG IDEA | 6.ODC-DC.5. | Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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|--|-----------------|-------------------------------------|
| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |

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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
| STANDARD / COURSE | 7.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |

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| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
|-------------------------------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |

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| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
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| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
|--------------------------|---------------|---|

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-DC. | Digital Communications (DC) |
|-------------------------------------|-----------|-----------------------------|
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| | | |
|----------------|-------------|---|
| GLE / BIG IDEA | 7.ODC-DC.6. | Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current. |
|----------------|-------------|---|

| | | |
|--------------------------|--------------|---------------------------------------|
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
|--------------------------|--------------|---------------------------------------|

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
|-------------------------------------|------------|---|
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

| | | |
|-----------|-------------|--|
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

| | | |
|--------------------------|--------------|-------------------------------------|
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
|--------------------------|--------------|-------------------------------------|

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
|-------------------------------------|----------|-----------------------|
|-------------------------------------|----------|-----------------------|

| | | |
|----------------|------------|--|
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
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| | | |
|--------------------------|--------------|------------------------|
| STANDARD / COURSE | 8.RS- | Research Strand |
|--------------------------|--------------|------------------------|

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
|-------------------------------------|---------------|--|
| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 8.W-HWK.7. | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
|-------------------------------------|---------------|---|
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-DC. | Digital Communications (DC) |
| GLE / BIG IDEA | 8.ODC-DC.6. | Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?). |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
| OBJECTIVE | 8.GC-GU.1d. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-278

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
|-------------------------------------|--------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |

STANDARD / COURSE **6.RC-** **Reading Comprehension Strand**

| | | |
|--|------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-L. | Literature (L) |
| GLE / BIG IDEA | 6.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-L.5a. | Explain stated or implied themes of texts, including how they are developed using specific details from the texts. |
| OBJECTIVE | 6.RC-L.5b. | Describe how characters respond or change as the plot moves toward a resolution. |
| OBJECTIVE | 6.RC-L.5c. | Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. |

STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

STANDARD / COURSE **6.VD-** **Vocabulary Development Strand**

| | | |
|--|-----------------|--|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |

STANDARD / COURSE **6.RS-** **Research Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
|-------------------------------------|----------|---|
|-------------------------------------|----------|---|

| | | |
|----------------|------------|---|
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
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| | | |
|--------------------------|-------------|-----------------------|
| STANDARD / COURSE | 6.W- | Writing Strand |
|--------------------------|-------------|-----------------------|

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
|-------------------------------------|---------|-----------------------|
|-------------------------------------|---------|-----------------------|

| | | |
|----------------|-----------|---|
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
|----------------|-----------|---|

| | | |
|----------------|-----------|--|
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
|----------------|-----------|--|

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| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
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| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
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| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
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| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
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| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
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| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 7.RC-L.5b. | Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. |
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| OBJECTIVE | 7.RC-L.5c. | Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |
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| STANDARD / COURSE | 7.VD- | Vocabulary Development Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
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STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
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| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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STANDARD / COURSE **7.RS-** **Research Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
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STANDARD / COURSE **7.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
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| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
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| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
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| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
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| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
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STANDARD / COURSE **7.W-** **Writing Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-L. | Literature (L) |

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| GLE / BIG IDEA | 8.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 8.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. |
| OBJECTIVE | 8.RC-L.5b. | Analyze how characters are revealed through particular lines of dialogue or events in literary texts. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |
| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
| STANDARD / COURSE | 8.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |

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| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 8.W-HWK.7. | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
| OBJECTIVE | 8.GC-GU.1d. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 279-284

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

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| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 6.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately. |
| STANDARD / COURSE | 6.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RC-L. | Literature (L) |
| GLE / BIG IDEA | 6.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
| OBJECTIVE | 6.RC-L.5a. | Explain stated or implied themes of texts, including how they are developed using specific details from the texts. |
| OBJECTIVE | 6.RC-L.5b. | Describe how characters respond or change as the plot moves toward a resolution. |
| OBJECTIVE | 6.RC-L.5c. | Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.RS- | Research Strand |

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |
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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
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| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 7.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts. |
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| OBJECTIVE | 7.RC-L.5b. | Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. |
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| OBJECTIVE | 7.RC-L.5c. | Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |
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| STANDARD / COURSE | 7.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
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| STANDARD / COURSE | 7.W- | Writing Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

| | | |
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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Language Arts

Grade 8 - Adopted: 2022

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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
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| STANDARD / COURSE | 8.RC- | Reading Comprehension Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-L. | Literature (L) |
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| GLE / BIG IDEA | 8.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |
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| OBJECTIVE | 8.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. |
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| OBJECTIVE | 8.RC-L.5b. | Analyze how characters are revealed through particular lines of dialogue or events in literary texts. |
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| STANDARD / COURSE | 8.RS- | Research Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
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| STANDARD / COURSE | 8.W- | Writing Strand |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 8.W-HWK.7. | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
| OBJECTIVE | 8.GC-GU.1d. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-295

Idaho Content Standards

Language Arts

Grade 6 - Adopted: 2022

STANDARD / COURSE 6.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL 6.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 6.RC-TE.3. Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.

STANDARD / COURSE 6.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL 6.RC-L. Literature (L)

GLE / BIG IDEA 6.RC-L.5. Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE 6.RC-L.5a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.

OBJECTIVE 6.RC-L.5b. Describe how characters respond or change as the plot moves toward a resolution.

OBJECTIVE 6.RC-L.5c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes to the development of the theme, setting, or plot.

STANDARD / COURSE 6.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL 6.VD-WB. Word Building (WB)

GLE / BIG IDEA 6.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

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| OBJECTIVE | 6.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 6.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 6.VD-WB.2. | Determine how words and phrases provide meaning and nuance to grade-level texts. |
| OBJECTIVE | 6.VD-WB.2b. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| STANDARD / COURSE | 6.VD- | Vocabulary Development Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 6.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 6.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 6.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images. |
| STANDARD / COURSE | 6.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 6.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 6.W-RW.3. | Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented. |

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| GLE / BIG IDEA | 6.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 6.W-RW.5. | Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 6.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 6.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 6.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of various perspectives through reflection and paraphrasing. |
| GLE / BIG IDEA | 6.ODC-OC.4. | Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation. |
| STANDARD / COURSE | 6.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 6.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 6.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 6.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |

Idaho Content Standards

Language Arts

Grade 7 - Adopted: 2022

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| STANDARD / COURSE | 7.RC- | Reading Comprehension Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-TE. | Textual Evidence (TE) |
| GLE / BIG IDEA | 7.RC-TE.3. | Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located. |

STANDARD / COURSE **7.RC-** **Reading Comprehension Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RC-L. | Literature (L) |
| GLE / BIG IDEA | 7.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 7.RC-L.5b. | Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot. |
| OBJECTIVE | 7.RC-L.5c. | Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style. |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 7.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

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| OBJECTIVE | 7.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| OBJECTIVE | 7.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |

STANDARD / COURSE **7.VD-** **Vocabulary Development Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.VD-AV. | Academic Vocabulary (AV) |
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| GLE / BIG IDEA | 7.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
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STANDARD / COURSE **7.RS-** **Research Strand**

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
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| GLE / BIG IDEA | 7.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources. |
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STANDARD / COURSE **7.W-** **Writing Strand**

| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-RW. | Range of Writing (RW) |
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| GLE / BIG IDEA | 7.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 7.W-RW.3. | Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 7.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 7.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts. |
| GLE / BIG IDEA | 7.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 7.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 7.W-HWK.7. | Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. |
| STANDARD / COURSE | 7.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 7.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views. |
| GLE / BIG IDEA | 7.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation. |
| STANDARD / COURSE | 7.GC- | Grammar and Conventions Strand |

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 7.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 7.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |

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| OBJECTIVE | 7.GC-GU.1a. | Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
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Idaho Content Standards

Language Arts

Grade 8 - Adopted: 2022

STANDARD / COURSE 8.RC- Reading Comprehension Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-TE. | Textual Evidence (TE) |
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| GLE / BIG IDEA | 8.RC-TE.3. | Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references. |
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STANDARD / COURSE 8.RC- Reading Comprehension Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RC-L. | Literature (L) |
| GLE / BIG IDEA | 8.RC-L.5. | Use evidence from literature to demonstrate understanding of grade-level texts. |

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| OBJECTIVE | 8.RC-L.5a. | Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes. |
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| OBJECTIVE | 8.RC-L.5b. | Analyze how characters are revealed through particular lines of dialogue or events in literary texts. |
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STANDARD / COURSE 8.VD- Vocabulary Development Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-WB. | Word Building (WB) |
| GLE / BIG IDEA | 8.VD-WB.1. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. |

| | | |
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| OBJECTIVE | 8.VD-WB.1a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
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| OBJECTIVE | 8.VD-WB.1d. | Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. |
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STANDARD / COURSE 8.VD- Vocabulary Development Strand

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| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.VD-AV. | Academic Vocabulary (AV) |
| GLE / BIG IDEA | 8.VD-AV.3. | Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing. |
| STANDARD / COURSE | 8.RS- | Research Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.RS-IP. | Inquiry Process to Build, Present, and Use Knowledge (IP) |
| GLE / BIG IDEA | 8.RS-IP.1. | Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations. |
| STANDARD / COURSE | 8.W- | Writing Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-RW. | Range of Writing (RW) |
| GLE / BIG IDEA | 8.W-RW.1. | Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc. |
| GLE / BIG IDEA | 8.W-RW.3. | Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented. |
| GLE / BIG IDEA | 8.W-RW.4. | Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s). |
| GLE / BIG IDEA | 8.W-RW.5. | Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts. |
| GLE / BIG IDEA | 8.W-RW.6. | With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.) |
| STANDARD / COURSE | 8.W- | Writing Strand |

| | | |
|--|-------------------|---|
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.W-HWK. | Handwriting and Keyboarding (HWK) |
| GLE / BIG IDEA | 8.W-HWK.7. | Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others. |
| STANDARD / COURSE | 8.ODC- | Oral and Digital Communications Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.ODC-OC. | Oral Communications (OC) |
| GLE / BIG IDEA | 8.ODC-OC.1. | Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard. |
| GLE / BIG IDEA | 8.ODC-OC.4. | Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation. |
| STANDARD / COURSE | 8.GC- | Grammar and Conventions Strand |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | 8.GC-GU. | Grammar and Usage (GU) |
| GLE / BIG IDEA | 8.GC-GU.1. | Demonstrate command of the conventions of English grammar and usage when writing or speaking. |
| OBJECTIVE | 8.GC-GU.1a. | Recognize and correct inappropriate shifts in verb voice and mood. |
| OBJECTIVE | 8.GC-GU.1d. | Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. |